

## Central Washington University Location Notification of Intent

**Program Name:** Master of Science – Family and Consumer Sciences

**Degree Granting Unit:** College of Education and Professional Studies

**Degree:** M.S. Family and Consumer Sciences

**Level:** Master's      **Type:** Science

**Major:** Family and Consumer Sciences      **CIP Code:** 19.0101

**Proposed Start Date:** August 2009

**Projected Enrollment (FTE) in Year One:** 7

**At Full Enrollment by Year:** 2013 FTE): 20

**Proposed New Funding:** None

**Funding:** Self Support

**Mode of Delivery:** Distance Learning - Blackboard

**Substantive Statement of Need** – Attached

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Endorsement by Chief Academic Officer  
Wayne Quirk, Provost/Senior Vice President  
for Academic Affairs

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Date

### **Substantive Statement of Need**

There is an urgent need for Family and Consumer Sciences (FCS) as a profession to increase flexibility, resiliency and inventiveness if it is to meet the emerging demands of the 21<sup>st</sup> century and train new professionals to meet those demands (Crabtree, 2004). According to the National Directory of the Family & Consumer Sciences Division of the Association for Career & Technical Education, only 168 pre-service FCS teacher education programs existed in the year 2000. Twenty years ago, there were 281 FCS teacher education programs; this represents a loss of nearly one-half of the FCS teacher preparation programs across the country. In the late 1990s, the American Association of Family & Consumer Sciences polled state administrators about the supply and demand for FCS teachers; all administrators agreed there is a national shortage. The majority believed their state faced a severe shortage. Miller and Meszaros,(1996), reported that undergraduate enrollments would only supply approximately 26% of the demand for new teachers. Factors contributing to teacher shortages are low program enrollments, increased teacher retirements, and increased certification requirements (Stout, Couch, & Fowler, 1998). Budget concerns and reorganizations at colleges and universities are decreasing the visibility, identity, and scope of FCS programs at the undergraduate and graduate levels (Crabtree, 2004). Crabtree further states that this results in the inability of students to obtain advanced professional preparation and further impacts research and extension outreach programs.

There is an urgent need for FCS teachers in the state of Washington. The OSPI Educator Supply and Demand report (2004) states that there were 64 vacancies in Family and Consumer Sciences teacher positions during the 2003-2004 school year. Mary Nagel, the OSPI/FCS Pathway Supervisor reports that there are 537 FCS teachers in Washington State. Thirty percent of these teachers are currently eligible for retirement. The three institutions offering traditional FCS teacher certification in Washington State, at the undergraduate level, are unable to fill the need. Mary Knudson (HECB), announced this fall that dollars were available to pay off student loans for individuals majoring in certain content areas. FCS was listed as one of those areas. This is because FCS is considered by OSPI to have a shortage of teachers. An increased number of non-traditional individuals have indicated an interest in obtaining the preparation and credentials needed for teaching FCS. Phyllis Lawson, OSPI/CTE Certification Specialist reported in 2008 that there are currently 119 FCS teachers working under a conditional or provisional certificate in FCS in the state of Washington. The FCS department at CWU has received an average of 15-20 requests per year, for each of the past 4 years, from school districts seeking certified FCS teachers. Districts employ conditionally certified teachers, because Washington does not have an adequate pool of certified teachers. CWU is currently working with 46 non-traditional students who are seeking a graduate degree and/or courses that may lead to certification. These individuals are typically non-traditional, 25 years of age or older, and have additional obligations (Lee, 1998). In the past 14 months, 9 place-bound students have requested the development of an online program from CWU. The CWU applicants range in age from 24 to 49 and their average age is 35. CWU advising records indicate that the majority of these students are place-bound and are juggling career, family, and school. The non traditional students are seeking programs that respond to their needs.

The HECB regional and statewide needs assessment report (2005) states that “throughout the system, additional growth could be accommodated through expansion of off-campus centers and teaching sites and increased delivery of coursework and programs through distance education.”

Distance education provides a means of meeting the needs of these individuals. The need is critical to provide an opportunity for students to obtain coursework needed for FCS certification and advanced study at the graduate level, while providing the courses in a timeframe that is compatible with student lifestyles. As stated by Ruth Deacon, (1987) we need to continue to be responsive to the needs of the clientele we serve as society's needs change.

At a time when universities are looking at ways to streamline, two issues in the forefront are allocation of staff and a program delivery model which meets student's needs. A collaborative, web based effort is needed to provide the staffing and courses for a graduate degree program and/or certification in FCS Education. This effort will help the existing teacher certification program better meet student needs for preparation in a place and timeframe that fits their lifestyle and education needs. This application addresses these needs by building a web-based system for providing a high quality master's program that will help students in obtaining courses they need for this degree.

### **References**

- Couch S., Felstehausen G., Neill, L., Underwood R., Reichelt S. Addressing the teacher Certification shortage through collaboration and distance education as retrieved Oct 8, 2004 from [http://www.hiceducation.org/Edu\\_Proceedings/Lora%20Ann%20Neill.pdf](http://www.hiceducation.org/Edu_Proceedings/Lora%20Ann%20Neill.pdf)
- Crabtree, B., Ph.D. *The future of our profession is now*. AAFCS annual convention speaker June 2004
- Deacon, R. (1987) Visions for the 21<sup>st</sup> century 1987 AHEA commemorative lecture. *Journal of Home Economics*, Fall 1987
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- Lee, C. L. (1998) Irregular certification: A potential solution to the critical shortage of family and consumer sciences teacher, *Journal of Family and Consumer Sciences Education*, 16(2), 33-44.
- Miller, S. H., & Meszaros, P. S. (1996) Study of national incoming supply and demand for family and consumer sciences teachers and extension educators. *Journal of Family and Consumer Sciences*, 88(1), 51-54.
- Stout, B., Couch, S., & Fowler, D. (1998). Family and consumer sciences teacher supply and demand: Call to action. *Journal of Family and Consumer Sciences*, 90(2), 7-11.

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<http://www.k12.wa.us/certification/pubdocs/supplydemand2004.pdf>

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**HECB Form 5**

**Enrollment Targets**

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Headcount</b>	<b>10</b>	<b>20</b>	<b>22</b>	<b>25</b>	<b>25</b>
<b>FTE</b>	<b>7</b>	<b>15</b>	<b>16</b>	<b>20</b>	<b>20</b>
<b>Program Graduates</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>15</b>